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ABSTRACT

This annual report details the activities and financial status for 1999 of the Bernard van Leer Foundation, a private institution created in 1949 for broad humanitarian purposes. Following the introduction by the chairman of the Foundation's board of trustees, the report of the executive director details activities during the Foundation's fiftieth year of operation. The remainder of the report contains a financial statement for 1999 and describes, by country, the major grants made by the Foundation in 1999. A profile of the Foundation concludes the report. (KB)

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Bernard van Leer Foundation

Annual Report 1999

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Introduction by the Chairman of the Board of Trustees

It gives me great pleasure to introduce this *Annual Report* for the year in which the Bernard van Leer Foundation celebrated its 50th anniversary. In my introduction last year, I anticipated that the Foundation would continue to build on its success, and continue to enhance its effectiveness in pursuing its two core strategies:

- providing technical and financial support for innovative field-based approaches in the area of early childhood development; and

- drawing on relevant experience from both the Foundation's field-based programme and other relevant work in order to inform and influence policy and practice.

The Report of the Executive Director for 1999 (page 4) confirms those predictions.

What I could not predict was that 1999 would also bring a major change in the Foundation's funding base, a change that has important consequences for the future. This change, and its consequences, are explained in detail on page 6. In essence they mean that, in the medium term, we can expect a substantial expansion in the Foundation's operations. This is good news for the children living in disadvantaged circumstances whose holistic development we aim to support.

Obviously, there are important consequences for our future work and the Foundation must be prepared for the new opportunities that will shortly open up. A considerable amount of time and thought was therefore devoted to this during the second half of 1999 and some first principles were established. These include adhering to our existing Mandate: the Foundation is the largest private international institution devoted to children from zero to seven years and those children will remain our sole focus.

A second principle is that, although we are confident that our current operations are appropriate and effective, we will not simply do more of the same. Instead, we will explore additional effective and innovative grantmaking strategies for enhancing the sustainability of programmes and contributing to civic society. In parallel, we will also explore new ways to expand our roles in ensuring that lessons are drawn from the field, that the results are disseminated and that agendas are influenced.

I am pleased to say that 2000 is the year in which we would anyway have begun a rigorous review of our Strategic Plan 1996-2001, in preparation for the new Strategic Plan that will come into operation in 2002. Work to identify the exact ways in which our operations will expand therefore complements, and indeed considerably extends, work that we were already anticipating.

The coming year will be a challenging and exciting one for the Foundation as it begins to identify wider and more substantial roles in the field to which it is committed.

Ivar Samren

Thailand: children in urban community

Report of the Executive Director for 1999

Introduction

In 1999, the Foundation celebrated the 50th anniversary of its establishment by the Dutch industrialist, Bernard van Leer. Over the years, it has grown from a relatively small charity for general humanitarian purposes to a major player in the field of early childhood development (ECD). Today, the Foundation has an extensive field-based programme of project support in both developing and industrialised countries; a large dissemination programme that draws on lessons from the field; and, in all areas of its operations, key partnerships in the world of ECD. It's 50th year was marked by important changes in the Van Leer Entity – of which the Foundation is a part – that will positively affect our future income.

During the year we sustained, developed and refined our normal operations and also redesigned our databases, launched a major initiative to discover what makes projects work, recruited senior managers for our two operational departments, and extended our exploration of quality improvement. I asked a lot of the Foundation staff in 1999 and want to thank them here for their enthusiasm, professionalism and continued commitment. Let me make it clear as well, that any impact the Foundation may have is largely due to the admirable work of the people who work directly with young children, in the projects that we fund through our partners in the field.

A report like this is necessarily complex even though it only gives a flavour of what we have been doing at the half way stage of our current five year Strategic Plan. To make it more accessible, it is arranged under the following sections: The Foundation's 50th anniversary (this page); Changes in the Van Leer Entity (page 6); Supporting projects (page 7); Gathering, analysing and sharing (page 11); Strategic partnerships and external relations (page 13); The Board of Trustees (page 15); Conclusions (page 16); and Project events, achievements and awards (page 18).

The Foundation's 50th anniversary

To properly celebrate the Foundation's 50th anniversary, we set ourselves certain objectives. These included increasing the visibility of young children in disadvantaged circumstances as we increased the visibility of the Foundation; and paying tribute to our founder, Bernard van Leer, and to his son, Oscar van Leer, who profoundly influenced the Foundation for many years. We also wanted to contribute to the development of philanthropic organisations by highlighting the Van Leer example. In terms of the content of the celebration, we wanted to focus on matters of substance and quality, drawn from the work of the Foundation. Such a celebration obviously must include those who are closest to the Foundation and its work. We therefore decided to celebrate with practitioners and policy makers, international organisations and NGOs, academia, the philanthropic community and funders, strategic partners, supported projects, representatives from the Van Leer Group Foundation (VLGF), Trustees and former Trustees, and Foundation staff.

The year was punctuated by a series of events. For example, we hosted receptions at the annual meeting of the Council on Foundations in New Orleans and at the annual meeting of the Hague Club in Copenhagen. We also hosted the Annual Meeting of the Vereniging van Fondsen in Nederland (FIN – The Association of Foundations in The Netherlands) and followed this with an 'Open House' for FIN members to see what we do and how we function.

Dr Elsa Leo-Rhynie receives the Oscar van Leer Award from Chairman Ivar Samrén
photo: Angela Ernst

In addition, we made a number of special grants, including one to the municipality of The Hague in recognition of our special relationship with the city in which the Foundation has thrived for so long. The grant was for producing a handbook about a method of enhancing language development in non-Dutch speaking children (aged two to four years) and parents. The handbook will draw on work piloted in a disadvantaged area of The Hague by the 'Samentaal' project, work that is based on the Samenspel approach (see page 35).

On a different note, we had a 'Family Day' for staff and their children in June, and later we held a second 'Open House' for a host of people from our wide ranging institutional network and from the networks of staff members. Meanwhile, the publication and distribution in Dutch and English of a specially commissioned booklet – *Winst voor de mensheid/A legacy for humankind* – on the life and work of our founder, showed a carefully chosen readership exactly where the inspiration for our commitment to young children comes from.

In November we celebrated the anniversary of the date of our founding by hosting a reception for almost 300 guests at the Peace Palace in The Hague. It included a keynote speech by Sheldon Shaeffer, Head of the Education Section, UNICEF, New York, on the theme 'Effective care for young children: what is it, why do it, and how do we get it?' The Chairman of the Board of Trustees of the Foundation, Ivar Samrén, delivered an address on the Van Leer family and the development of the Foundation over the years. Also during this event, the fifth Oscar van Leer Award was presented to the Basic School Movement of Jamaica and received on its behalf by Dr Elsa Leo-Rhynie, Chairperson of the Dudley Grant Memorial Trust. The Oscar van Leer Award is made annually for excellence in the field of ECD by a Foundation supported project. It was awarded to the Basic School Movement in recognition of the development of locally appropriate responses to the social-emotional and cognitive realities of young children, and of the inspiring work of two generations of educators. Next year, the Mayor of The Hague will serve on the selection committee; and the presentation of the award will be the centrepiece of a seminar dedicated to a topic of interest to the world of early childhood.

We concluded the celebrations with an international conference that presented the Effectiveness Initiative (EI – see page 11) to a distinguished audience of representatives from universities, foundations, donor agencies and governments. The point was to explain the EI and show how it was working out in practice

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during its first year of operation. This event further heightened worldwide interest in the EI.

Our anniversary enjoyed substantial media coverage, with the highlight being a 20 minute film made and broadcast by a major Dutch television channel. The film traced the life of Bernard van Leer and showed how his philanthropic ideas not only led to the establishment of the Foundation, but have also continued to influence its life and work to this day.

Changes in the Van Leer Entity

1999 was a year in which we faced changes in the structure of the Van Leer Entity that will have considerable ramifications for our funding base. Until the middle of the year, the Van Leer Entity consisted of Royal Packaging Industries van Leer (RPIVL), the Van Leer Group Foundation (VLGF) and the Bernard van Leer Foundation (BVLF). Hitherto, VLGF was the majority shareholder of RPIVL, and BVLF received most of the income that this shareholding generated. In 1999 VLGF sold its shares in RPIVL to Huhtamaki of Finland, thereby effecting a merger between the two companies and creating a new company called Huhtamaki Van Leer. The consequence of this change is that VLGF now has substantially increased assets. These have been invested – partly in Huhtamaki Van Leer – and will generate a much greater income for VLGF. In turn, BVLF can look forward to a higher income in the future.

As the principal beneficiary of VLGF's income, the Foundation must now prepare for a future in which it has to spend more money effectively. It is not good enough simply to do more of the same. Instead we have to take a strategic overview of the possibilities that are opening up to us. Happily this coincides with our current needs anyway: we are about half way through our current five year Strategic Plan and have already timetabled an intensive evaluation that will be undertaken with the aid of outside specialists. The evaluation will cover what the Foundation has achieved and what it should do next. During 2000 and 2001, we will continue with the implementation of the second half of our existing Strategic Plan. In addition, we will be putting a considerable amount of reflection, energy and creativity into exploring and testing new ideas for possible implementation in our next five year Strategic Plan.

That means that, on the 'output' side, actual changes in our work that are largely a consequence of these new circumstances, will only start to become apparent in 2002. The one area in which there are immediate consequences

Kenya: home-based daycare centres in Korogocho, Nairobi
ANPPCAN Regional office and TAK
photo: Tanja van de Linde

is in the governance of the Bernard van Leer Foundation and – because of the close relationship between the two – also in the governance of the Van Leer Group Foundation. The number of Board members will decrease to seven.

However, none of this will change the nature of the Foundation: we will remain focused on young children; we will maintain a global presence in the world; we will sustain our two pronged strategy of project support and the dissemination of experiences; and we will remain a learning organisation. We will also follow our previous practice of linking the countries in which we support projects to the countries in which Huhtamaki Van Leer is operational. But there will be room for changes both at the strategic level, and in the practical ways in which we implement our Mandate. For example, we will investigate new grantmaking approaches, new ways to enhance the impact of our work and new themes.

Supporting projects

During 1999 we recruited a new Director of the Department of Programme Development and Management (PDM), Peter Laugharn. He took over from Huub Schreurs to whom I am very grateful for a temporary stewardship that helped to keep the Department functioning smoothly. Peter Laugharn comes to us from Save the Children (USA) where he held a succession of management/supervisory posts in its African programme. As Director of PDM, he is responsible for the effective use of the largest part of the Foundation's expenditure. This is used to seek out, develop and fund projects that are operated by local partner organisations. As well as financial support, PDM provides support in the conceptualisation, development and operational stages of projects, and in evaluation and follow-up work. This means that we develop working relationships with our partners in which we learn from one another. One strategically important benefit for the Foundation is that such relationships allow us to draw out the lessons that are being learned at all stages and in all areas of the life of a project. It is this knowledge that forms the core of the dissemination work that will be discussed later in this report (see pages 12 and 13).

During 1999 the Foundation approved grants to 140 projects in 38 countries, for a total value of NLG 24 million. A list of grants of NLG 15,000 and above can be found on pages 29 - 40, while the Financial Report (pages 22 - 27) gives a breakdown of all figures associated with project support.

Themes, issues and criteria

Over the years, the Foundation has developed an extensive programme of project support across the many regions and countries where it has a presence. Our highly contextual approach to programme development allows us to do justice to local circumstances and conditions in which disadvantaged children live. That means that the projects that we fund are context specific and are developed with local partners to respond to and reflect local realities. A number of themes also recur quite frequently. For example, we support projects that:

- allow children to grow up in a climate of respect for diversity and of intercultural understanding;
- enable indigenous groups to develop early childhood approaches based on their own cultures and traditions;
- permit families to better promote the healthy

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development of their children;
- address violence in any form against young children; and
- involve children at various levels of projects, not just as beneficiaries, but also as active participants and sources of insights.

The Programme Specialists in the Foundation who develop our programmes and support our partner organisations, have been taking stock of our current work in these thematic areas. The point is to make new professional and research links, facilitate field-based documentation and involve outside expertise where necessary.

Closely linked to this is the notion of identifying the common ground and key elements that help to define the quality of projects. Over the past two years, we have concentrated on getting a better grasp of that common ground and those key elements across projects by discussing relevant project experiences. The point is to help us design improved strategies and methods for the development of our project support. During 1999, we held in-house discussions on these areas, aiming to identify what contributes to the success or failure of a project and, from that, what kinds of criteria could be applied in assessing and monitoring new project submissions. Key elements that we have identified include:
- holistic approaches to ECD;
- community-based approaches;
- thematic approaches;
- sustainable work that can thrive without our support in the future;
- independent partners;
- innovation in themes, objectives and strategies;
- good documentation; and
- systematic evaluation.

Project approaches and work

Let me give you a taste of what actually happens in the projects that we agreed to support in 1999, by briefly reviewing the work of a few of them. The first is called 'Snakes and Ladders' and is operated by Partners of Community Organisations in Sabah (PACOS), an indigenous peoples' NGO in Malaysia. It responds to the deep concern that indigenous peoples have about the loss of their cultural heritage through assimilation and exposure to lifestyles that they believe undermine their view of the world, land rights and social behaviour – issues that are echoed in many other indigenous programmes in Latin America and Africa. The project builds on the very high value that indigenous people put on education, both for its intrinsic value, and as a new development path for the future.

Our support for this project is the culmination of a seven year process that began with identifying potential partners in the indigenous communities. At the outset, it was not at all evident that ECD programming was an idea that naturally fits into local ways of thinking about children and their future. Subsequently our partnerships concentrated on capacity building alongside the start-up of preschool operations. Results so far have been positive. For example, children are not only staying in school but are forming a top layer in terms of academic performance. Good school performance is a source of pride to children, parents, programme staff and the community; and it also indicates that the social coping skills of individual children in mainstream education are improving. Now a new phase is beginning. It is clear that the scattered indigenous groups see the value of working collectively, not least because they share a number of common programme objectives. PACOS therefore serves as

We all wish to be queens
Chile: drawing by Ivania Olivares Soto (five years old) from Jardin Infantil 'Los Cariñositos' (JUNJI)
Poster competition entry

an intermediary organisation with, among other key functions, the role of coordinating and strengthening local initiatives. And, because it has emerged from grassroots level, it ensures that the backbone of the project work is still in the field, directly with children.

The current aims of the 'Snakes and Ladders' project are to support the education of indigenous children and to indigenise education. The specific objectives include ensuring that indigenous peoples' NGOs have sufficient skills to manage ECD programmes, in collaboration with local people and institutions. This has culminated in the creation of an NGO managed by indigenous people themselves, working together to promote the well-being of their children.

The second example of project work to be singled out is clustered around AIDS orphans in Southern Africa. The plight of children orphaned by losing their parents to AIDS related illnesses has been well documented, and the size of the problem is matched only by its urgency. That means that strategic responses have to be coupled with immediate and effective work on the ground. Taking the long term view, in 1999 we made a planning grant to the 'Coordinated Orphans Responses' project of the AIDS Foundation of South Africa. This was for a body of work that centres on identifying the needs of AIDS orphans, caregivers and communities; identifying and promoting alternative care models; and designing a proposal for appropriate interventions in KwaZulu Natal.

To complement this, in Zimbabwe we have been supporting the 'AIDS Prevention' project operated by the Kunzwana Women's Association, and the 'Care Models in Farms' project that is operated by the Farm Orphans Support Trust. In 1999, we began supporting the 'Community Fostering' project operated by the Child Protection Society. The work of the latter two projects is especially delicate. It not

only raises major children's rights issues, but also demands a tight focus on the human needs of children, many of whom have been traumatised by the illnesses and eventual deaths of their parents. Institutionalisation is not the answer: these children must have loving and secure new homes in which they can begin to thrive again.

One successful approach is centred on the fostering practices that traditionally exist in many communities. But this is no 'magic wand' solution: poverty, taboos and cultural considerations impose practical restrictions that have to be recognised and either accommodated or – if appropriate and possible – overcome. In addition, occasional instances of abuse and unenlightened self-interest have been reported; and it is also clear that traditional fostering practices cannot cope with the scale of the problem on their own. Parallel ideas are therefore being developed that take similar account of the importance of keeping siblings together. They include enabling older couples whose own children have left home to establish new family groups, and supporting viable child headed households by mobilising neighbours.

In addition, the projects are working to ensure that formal social welfare provisions adjust to the new realities. This includes waiving school fees to ensure continuity of education, changing fostering processes, establishing new norms for providing economic support, and implementing mini credit schemes for income generation initiatives. As a Foundation, we can also work at the inter-agency level to help coordinate broader programmes of sufficient scale. This will be a focus for us in Southern Africa during 2000.

Adequate financial control

Enhanced staff skills coupled with the use of new software have continued to help us to streamline, decentralise and professionalise financial administration on the project side. For example, we have now standardised the ways in which projects submit financial data and this upgrades the quality of applications in financial terms, enhances the quality of reporting and reduces workloads for us and for them.

In addition, we have again benefited from the use of our Internal Random Audit System (IRAS). This involves internal checks and balances of financial documents as they are received from our current partner organisations and appraised by Foundation staff. The point is to tighten procedures so as to enhance transparency and efficiency. Both we and our project partners are beneficiaries: they expect us to do well and we expect them to do well. The 1999 IRAS continued to cover the whole array of financial monitoring, while specifically monitoring two important areas: linking financial transfers to projects fulfilling agreed conditions; and the scrutiny of financial statements by the Foundation's Programme Specialists. Two similarly significant areas will be highlighted for attention next year.

Project support through Royal Packaging Industries van Leer (RPIVL)

For some years, the Foundation helped local manufacturing companies that were part of the RPIVL enterprise to fund projects of up to NLG 10,000 each year, in the communities in which they operate. Such projects were within the Foundation's Mandate and served specific community needs. However, the merger between RPIVL and Huhtamaki that I discuss on page 6 has changed the nature of our

relationship with these companies, making it inappropriate for the Foundation to sustain its funding role. This activity was therefore discontinued during the second half of 1999.

Gathering, analysing and sharing

In 1999, we appointed Judith Evans as Director of the Department of Programme Documentation and Communication (PDC) in succession to Gerry Salole who, after three highly successful years of building the department into its current form, left us to take up the post of Representative for Southern Africa for the Ford Foundation. Judith Evans moved over from her position as Coordinator of the Effectiveness Initiative. She will be continuing what has already been a long and distinguished career in the field of ECD by leading a department that is focused on gathering, analysing and sharing knowledge and information. The underlying strengths of PDC are its access to the field, especially via the projects that we support, and its ability to add value – for example, by drawing conclusions and taking a broad view of ECD across countries and regions.

The Effectiveness Initiative

The Effectiveness Initiative is a major in-house project, launched in January 1999 by the Foundation and partner organisations in the Consultative Group on Early Childhood Care and Development. It is a three year investigation into what makes a project effective. It will also extend into an international dialogue on effectiveness to deepen our understanding of how to create and/or support effective programming for young children and families. The EI involves a total of 10 projects from India, Israel, the Philippines, Kenya, Mozambique, Peru, Colombia, Honduras, The Netherlands and Portugal. Leonardo Yánez took over as Coordinator of the EI during the year.

I am pleased to report that the energy, enthusiasm and commitment coming from the people engaged in the EI process, directly and indirectly, is stimulating a very wide range of activities that, as we hoped and expected, are taking us further into new territory well beyond normal evaluation processes.

During the first year of the EI, the primary tasks for each site were to put together a plan of

How much do I weigh?
Honduras: Christian Children's Fund 'Madres Guias' project (participant in the EI project)
photo: Christian Children's Fund

action, and to create its own set of tools for exploring programme experiences locally, in their full complexity. Three workshops have been organised to stimulate and support the activities that have been developed by the ten projects. The first was held in The Hague and included team members from each of the projects. Participants learned more about the goals and purposes of the EI, shared what they hoped to do within the EI and what they anticipated getting out of it, and made plans.

For EI projects from Latin America, a regional workshop was convened in Guatemala in October, hosted by Redd Barna. This was also attended by a monitoring and evaluation group from Honduras and Nicaragua organised by Redd Barna, and a representative from one of the Foundation supported projects in Guatemala. The third workshop was held in The Hague to share experiences and developments.

Overall one of the key tasks during the first year of the EI was to find or develop tools to gather and analyse qualitative data. Simultaneously, we have been working out how to disseminate our findings, and a substantial sum was earmarked for this during 1999 for use over the next three years. The overall objective of the dissemination processes is to openly share insights and lessons learnt. We want to show work in progress – and that includes findings, struggles, dilemnas and questions as we move along.

The dissemination programme

Over recent years, our understanding of what represents a publication has been extended by the new opportunities offered by world-wide electronic communication via email and Internet, and by new devices such as CD-ROMs. The Foundation's website – www.bernardvanleer.org – is an important element in our dissemination programme: it complements hard copy distribution, thereby greatly expanding our audiences. The website features all the core information about the Foundation and its work, and is growing as each new Foundation publication is added. We have also produced a corporate video and a CD-ROM about the Foundation and its work. The CD-ROM has two broad functions. First, it enables us to quickly produce tailor-made presentations for external audiences. Second, it allows others to select exactly what meets their needs from the vast array of information on offer.

Our more traditional publications programme expanded significantly in 1999 with the recruitment in October of Teresa Moreno García. As Spanish Programme Specialist, she has responsibility for our publications in Spanish and Portuguese. By the end of December she had prepared the first edition of a new journal, *Espacio para la Infancia*, that will appear twice a year. It will not only feature practice derived work from Spanish and Portuguese speaking countries, but will also draw on appropriate material from the Foundation's wider programme and elsewhere. In addition, Teresa Moreno will be developing new Spanish and Portuguese language publications in our two series 'Early Childhood Development: Practice and Reflections' and 'Working Papers in Early Childhood Development'.

During 1999, we published three editions of *Early Childhood Matters*, our English language journal centred on practice. These were: 'Effectiveness for children' (February), 'Policy and decision makers: translating effective ECD' (June) and 'The Effectiveness Initiative' (October). A new title in the 'Early Childhood

Development: Practice and Reflections' series was *The Cynon Valley Project: investing in the future*, and a new title, *Childrearing in Hubai Village, China* appeared in our 'Working Papers in Early Childhood Development' series. Both of these series were redesigned during the year. Two editions of *Childhood NetWorks* were also produced. This is a newsletter, the content of which comes from project staff themselves. It has been very enthusiastically welcomed, to the extent that it is regularly translated into a number of other languages by projects. These translations are also distributed as appropriate.

As usual, we ran our annual Poster Competition and this produced not only a poster, but also an excellent collection of good pictures to use in many of the Foundation's other publications – including this *Annual Report*.

What happened to the children?
Our programme of tracer studies continued during the year. These are small-scale studies that trace former participants of early childhood programmes, a minimum of five years after the intervention. The idea is to find out how the children, parents, teachers and communities are faring and what influence, if any, the programme has had in the medium term. Findings from these studies help the specific programmes and the Foundation as a whole to learn from the past in order to inform and influence present and future work.

Targeting and marketing
Our Strategic Plan requires us to concentrate on targeting and marketing our products. In 1999 we took several steps to do this. The most significant was the appointment of our Spanish Programme Specialist to develop a range of publications in Spanish and Portuguese (page 12).

A second step was to begin to identify mailing lists from other early childhood players and incorporate them into our own mailing list. We did this for the October edition of *Early Childhood Matters* and for the launch edition of *Espacio para la Infancia*, by bringing in the mailing list of the Consultative Group on Early Childhood Care and Development. A third step was to plan for a formal evaluation of our publications that will cover all aspects of ensuring that they meet their audience's and the Foundation's needs. The evaluation will be carried out in 2000.

Resource Centre
The Resource Centre was refurbished in 1998 and is now able to not just offer library functions and access to materials from projects, but also to act as an information broker for a wide range of visitors as well as members of staff, project relations and staff from other organisations.

Guest colleagues
1999 was the third successive year in which we invited guest colleagues with special knowledge, experiences and ideas to join us for a short-term piece of work. Andre Deridder, Information Officer of the European Foundation Centre was with us for a week of fruitful exchanges of information; and Gundel Hessemer from Foundation partner Arbeitskreis Neue Erziehung, Berlin, spent two months with us. She was here to reflect on and document her project's experiences in working with migrant families – especially mothers.

Strategic partnerships and external relations

In 1999, we continued to further develop the Foundation's relationships with national and international organisations that have an interest

Turkish father and child
Germany: Arbeitskreis Neue Erziehung
photo: Ludger Grunwald

in ECD and related fields. These included multilateral organisations, governmental and non-governmental organisations, and foundations in both The Netherlands and other countries.

Among these were, the World Bank, the European Union, UNICEF, UNESCO, the Directorate-General of International Cooperation of the Netherlands Ministry of Foreign Affairs, Save the Children, Redd Barna, the International Youth Foundation, First Nations Development Institute, the Kellogg Foundation, the Aga Khan Foundation, the Australian Youth Foundation, the Southern African Grantmakers' Association, and Philanthropy Australia. Some of these relationships – for example, those with the Consultative Group on Early Childhood Care and Development – revolved around the continued need to advocate on behalf of young children.

Several of our relationships took the form of co-funding partnerships to support projects or programmes of work. Our co-funding partners in 1999 included: the Commission of the European Union; the EDLI Foundation; the Levi Lassen Foundation; the Franciscus O Fund, managed by the King Baudouin Foundation; and the Verhagen Foundation.

The philanthropic community
Sustaining relationships with other players in our field at senior level is essential because we need to gather their experiences and ideas, in order to determine how best to move forward as a

Foundation. During 1999, I became Chair of the newly created International Committee of the European Foundation Center (EFC). The International Committee advises the Board of the EFC on activities and developments around relationships between organised philanthropy in Europe and in the Americas, Africa, the Middle East and Asia. I also continued to serve on the Boards of the EFC and the Council on Foundations in Washington DC; while Liesbeth Zwitser continued to serve as Vice Chair on the Board of the Vereniging van Fondsen in Nederland – FIN.

Advocacy and public relations

In Australia at meetings organised in Sydney and Melbourne by Philanthropy Australia, I made presentations to the corporate world about the Foundation. These focused on the world of young children, their situations and the kinds of interventions that we support. Subsequently, I made a parallel presentation to a similar audience in Canberra, organised by the Governor General of Australia.

As I signalled last year, during 1999 we moved further towards raising the public profile of the Foundation, via a focus on young children. This has been with the professional guidance and support of Bennis Porter Novelli. We have instigated a programme that includes media contacts, the development of public relations materials and a corporate video.

Internships

The Foundation's programme of project support allows it unique access to the realities of early childhood development work. We have linked this to the need to help train future leaders in the development field and have therefore funded the Hart Fellows Initiative of the Terry Sanford Institute of Public Policy at Duke University, USA. This is a programme of year long, field-based placements for postgraduate students. They will gain experience in ECD and in child policy, with Foundation related host organisations.

Alexandra Williamson from the Ian Potter Foundation, Australia, spent time with us examining our approach to funding. Her particular interest was in looking at the differences between the Bernard van Leer Foundation's tight focus on early childhood, and her own foundation's more general support programme.

The Board of Trustees

The Foundation's Board of Trustees plays a vital role in the Foundation by supporting the formulation of its vision. It is also concerned with the implementation of strategies that deal with what the Foundation will do for disadvantaged children, and at what cost. In practice, this means it is a governing Board that, apart from its supervisory role, effectively complements the direct management of the Foundation. Each individual member has a special importance as well, bringing in years of valuable experience that is combined with a deep commitment to social issues.

For Board members, 1999 was also a challenging time as they had to deal with the ramifications of the shift in the basis of our funding. The changes in the Van Leer Entity that I discussed earlier – particularly the merger between RPIVL and Huhtamäki – required a lot of time and effort from them. Despite all this extra work, Board members maintained their great commitment to the work of the Foundation, taking a strong interest in the work of supported projects and the contexts in which they operate. In 1999 for example, the Board had a retreat on the

parameters of the Foundation's future strategy; and individual Board members made field visits, both to see for themselves what happens day to day in the real world of early childhood, and to contribute their ideas.

During 1999, Trustee P J J Rich retired after 16 years of much appreciated service. Pat Rich is something of a 'Renaissance Man' who brought not only a wealth of experience to the Board, but also a broad vision and a highly creative mind. The Foundation also benefited from his keen interest in effective communication and dissemination, through his very pertinent commentaries on our publications. We will truly remember Pat Rich as an excellent Trustee of the Foundation.

Conclusions

The Foundation's 50th year was another year of good progress in realising the five year Strategic Plan that guides our work. It was also a year in which, because of the changes in the basis of our financial resourcing, exciting new possibilities began to open up. Equally important for me, we began to pay much more attention to what we are as an organisation, and to the values that we stand for. I believe that we are recognised as good at creating opportunities for the empowerment of our project partners. We have policies and an agenda. But within these, we try hard to avoid arrogance by listening to our partners, by valuing their diversity and creativity, and by acknowledging the importance of making mistakes and learning from those mistakes.

As an organisation, we have to see to it that our internal cooperation and communication match the values that we stand for in the external world. This is a *conditio sine qua non* for the organisation and the staff, if we are to effectively implement the Foundation's Mandate.

My responsibility, as Executive Director, is to work with colleagues towards a recognition that none of us is as smart as all of us working together on behalf of young children. Only then can we bring about a further healthy and creative growth of the Foundation.

Rien van Gendt

Painting is my favourite activity
Argentina: 'Yachay' project
photo: Manolo Pliego

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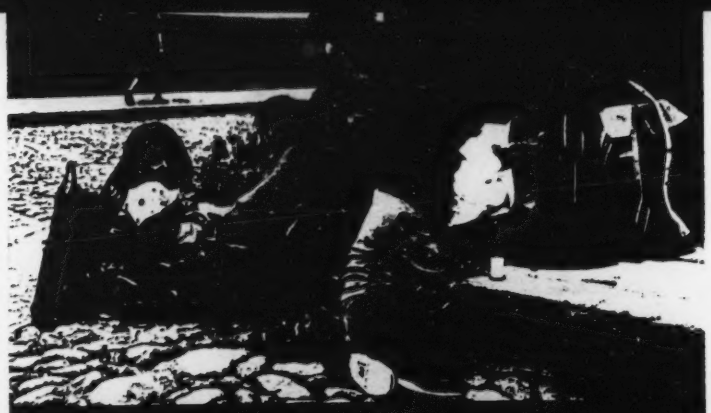

Conferences

Foundation staff participated in important conferences workshops and meetings during the year. These included

Project events, achievements and awards

As usual, our partner organisations have had a busy year. Many have published books and other materials derived from their direct work with young children. Examples include:

- **Australia:** Batchelor College in the Northern Territories published *Talking Early Childhood – a Resource Book* drawing on six years of work in its 'Aboriginal Teacher Training' project.
- **Botswana:** the Kuru Development Trust published *Children of the Earth*, a report about the current situation of San children in schools in Southern Africa.
- **Egypt:** the 'Children of the Nile' project operated by North South Consultants Exchange published two children's books: one on gender; one on the rural environment.
- **Germany:** the 'Intercultural Parent Support' project operated by Arbeitskreis Neue Erziehung, Berlin, organised a press conference with the Federal Minister for Family Affairs, to launch the second generation of its parent support materials.
- **India:** the Deccan Development Society enabled women to produce *Our Balwadis*, a video about their communities and the development activities they are engaged in.
- **Ireland:** the Mid-Western Health Board published an evaluation report on their home visiting experiences called *Parents Supporting Parents*.
- **The Netherlands:** the 'Moeders Informeren Moeders' project operated by the Nederlands Instituut voor Zorg en Welzijn produced a range of evaluation publications.

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- **Poland**: the Polish Children and Youth Foundation published *Second Step*, a resource book on their 'Second Step' training programme for preschool teachers.
- **Portugal**: RADIAL produced a 20 minute video about the mother and toddler programme for remote rural areas of the 'Entre Mães' project.
- **Spain**: the 'Preescolar na Casa' project operated by Caritas, Lugo, produced ***Preescolar na Casa: unha utopía realizable***, the story of its work and achievements in remote rural areas.
- **Thailand**: Maya, the Art and Cultural Institute for Development, produced *Our Heartwarming Lesson*, the story of how theatre and other development activities helped communities focus on supporting children. Also in Thailand, IMPECT produced calendars in three languages that incorporated examples of indigenous practices in childbirth and rearing.
- **Turkey**: the 'Geçekondu Children' project produced a special newsletter on the Foundation for Support of Women's Work's operations in tented camps after an earthquake.
- **USA**: the 'Mississippi Low Income Care Initiative' published *Negligent Care*, a major report on the status and quality of childcare in the State of Mississippi.
- **Venezuela**: CECODAP produced an edition of their journal *Papagayo* on the theme of the state of preschool children's rights.
- **Zimbabwe**: the African Community Publishing and Development Trust produced *Participation, Development, Power and Democracy – an Introduction to Basic Civic Concepts.*

Foundation supported projects were also highly active in a wide range of conferences and workshops, were celebrating their achievements, and were being nominated for awards. Examples include:

- **Belgium**: the 'DECET' project operated by Vormingscentrum voor de Begeleiding van het Jonge Kind organised four workshops on respect for diversity, featuring the book *De Blik van de Yeti*.
- **England**: the 'Fathers Plus' project organised a national conference on fathering issues.
- **Israel**: the 'Al Tifle Fil Wasat' project in the Arab community, operated by the Israel Association of Community Centres, marked the very successful completion of its first phase with celebrations that received press coverage.
- **Mozambique**: the 'Wona Sanana' project operated by the Foundation for Community Development was nominated for the Betinho Award that is made by the Association for Progressive Communications, Brazil.
- **Poland**: the Polish Children and Youth Foundation organised a national conference on preschool education that included network partners from Germany and the United Kingdom.
- **Portugal**: the Instituto das Comunidades Educativas that operates the 'Rural Schools' project, organised the fifth *National Conference on Education and Development in Rural Areas*. It was attended by some 200 professionals, and many policy and decision makers, from different Portuguese regions.
- **South America**: projects and other partners that are involved in work around resilience, developed and put into service a seven module system for gathering, collating and analysing qualitative data (such as discussions, opinions, observations and reflections).
- **Uganda**: four projects presented their work to the World Bank's *International Conference on Early Childhood Care and Development*. The projects were: the 'Family and Community Support' project operated by Diketso Eseng Dipuo Community Development Trust, and the 'Family in Focus' project operated by the Western Cape Foundation for Community Work (both from South Africa); the 'Community Fostering' project of the Child Protection Society (Zimbabwe); and the 'Community-Based ECD in Samburu' project, operated jointly by the Kenya Institute of Education and the Christian Children's Fund.

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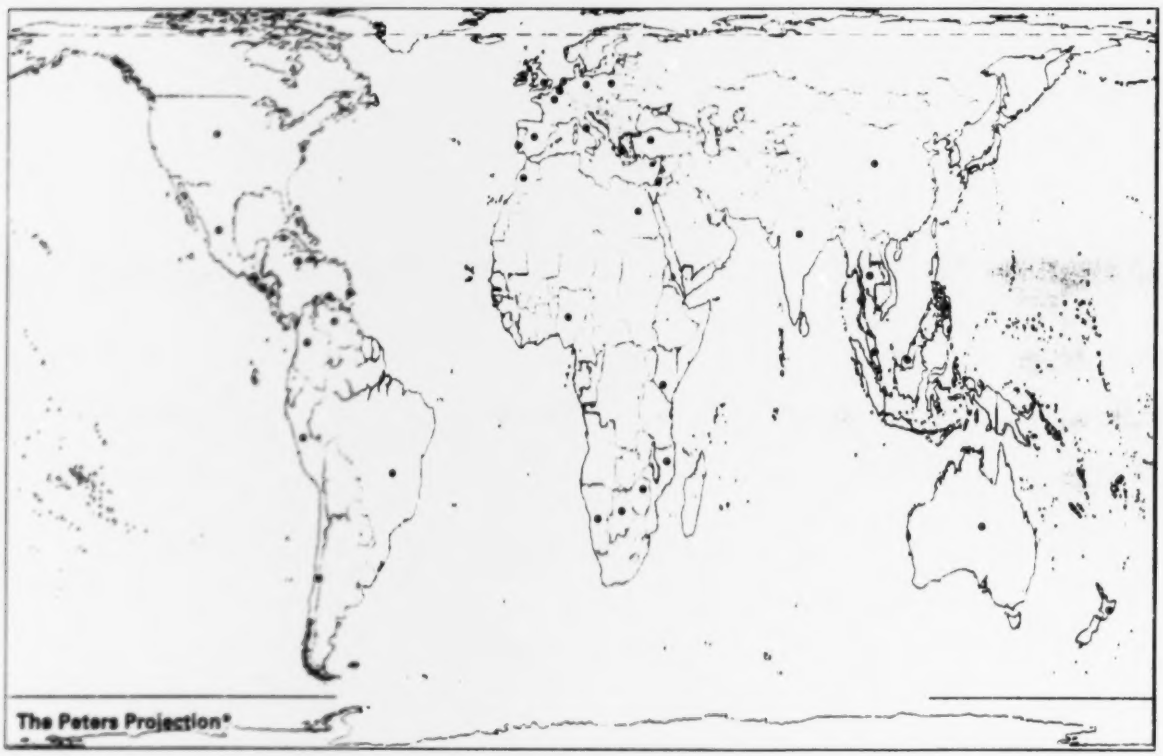
Playing with sand is fun
Australia: Batchelor College
photo from *Talking Early Childhood, a resource book*

Countries in which the Foundation made earmarkings 1997-1999



* The Peters Projection is an 'Area Accurate' map that gives a much more accurate representation of geographical size and proportion than do most projections.

Argentina, Australia, Belgium, Botswana, Brazil, Chile, Colombia, Egypt, El Salvador, France, Germany, Greece, Guatemala, India, Ireland, Israel, Italy, Jamaica, Kenya, Malaysia, Mexico, Morocco, Mozambique, Namibia, The Netherlands, Netherlands Antilles, New Zealand, Nicaragua, Nigeria, People's Republic of China, Peru, Poland, Portugal, South Africa, Spain, Thailand, Trinidad and Tobago, Turkey, United Kingdom, United States of America, Venezuela, Zimbabwe.

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Financial report 1999

The total income of the Bernard van Leer Foundation in 1999 amounted to NLG 35.7 million, as shown in Table 7. As in previous years, the largest single element in the income of the Bernard van Leer Foundation – NLG 32.8 million – came from the Van Leer Group Foundation. In comparison to 1998, the overall situation with respect to income and other available funds shows a modest increase.

The expenditure of the Foundation for 1999 is shown in Table 8. The total was NLG 38.0 million, an increase of NLG 2.8 million compared to 1998.

Financial Information

The financial information about the operations of the Foundation that follows is presented in a series of tables and charts with explanatory notes.

Table 1 **Key data regarding charitable spending**

	1997	1998	1999
Earmarkings*	24.8	24.5	27.9
Commitments paid out	23.2	20.8	26.6
Outstanding commitments	40.7	40.7	40.4

Amounts NLG x 1,000,000
** Including contributions of co-funders and operational projects*

'Earmarkings' are amounts of money that are set aside by the Foundation when projects are approved for funding. Normally an earmarking by the Foundation results in a contract with a grantholder, an organisation that is responsible for the implementation of the approved project. Once the Foundation and the grantholder sign this contract, the earmarking becomes a commitment.

'Commitments' are directly linked to the terms of the contract. As each project normally has a duration of several years, payments are made in periodic instalments.

Funds earmarked for a project are reserved immediately. This means that future payments to grantholders are never contingent on the future income of the Foundation.

'Outstanding commitments' are commitments to grantholders that, at the end of the year, were not yet due for payment. They include earmarkings made in 1999 and some made in previous years.

Table 2 Earmarkings by country 1997-1999

	1997	1998	1999	1997-1999	% of total
Argentina		0.297	0.045	0.342	0.5
Australia	0.144	0.505	0.018	0.667	1.0
Belgium	0.023	0.200	0.115	0.338	0.5
Botswana		0.168	0.757	0.925	1.4
Brazil	0.573	1.304	0.063	1.940	2.9
Chile	0.207	0.481	0.183	0.871	1.3
Colombia	0.907	0.106	1.868	2.881	4.2
Egypt	0.018	0.062	0.213	0.293	0.4
El Salvador	0.046	0.008	0.100	0.154	0.2
France	0.020			0.020	<0.1
Germany	1.405	0.084	1.208	2.697	4.0
Greece	0.602	0.797	0.879	2.278	3.3
Guatemala	0.713	0.973	0.091	1.777	2.6
India	0.769	1.658	0.900	3.327	4.9
Ireland	0.032	0.138		0.170	0.2
Israel	3.788	0.281	2.156	6.225	9.1
Italy	0.006	0.037	0.775	0.818	1.2
Jamaica	0.699	0.179	1.142	2.020	3.0
Kenya	0.124	1.159	0.277	1.560	2.3
Malaysia	1.423	0.409	2.025	3.857	5.7
Mexico	1.949	0.946	0.368	3.263	4.8
Morocco		0.206	0.681	0.887	1.3
Mozambique	0.387	1.667	0.734	2.788	4.1
Namibia	0.718	0.276	0.117	1.111	1.6
The Netherlands	0.484	0.227	1.725	2.436	3.6
Netherlands Antilles	0.157	0.008	0.158	0.323	0.5
New Zealand	0.014	0.008	0.005	0.027	<0.1
Nicaragua	0.030	0.629	0.165	0.824	1.2
Nigeria	0.016	0.132	0.351	0.499	0.7
People's Republic of China		0.139		0.139	0.2
Peru	0.421	0.593	1.290	2.304	3.4
Poland			0.427	0.427	0.6
Portugal	0.051	0.271	0.714	1.036	1.5
South Africa	1.517	0.895	2.273	4.685	6.9
Spain	0.816		0.041	0.857	1.3
Thailand	0.437	1.521	0.652	2.610	3.8
Trinidad & Tobago	0.924		0.020	0.944	1.4
Turkey	1.005			1.005	1.5
United Kingdom	1.217	0.041	0.094	1.352	2.0
USA	0.176	2.399	0.326	2.901	4.3
Venezuela	0.490	0.959	0.211	1.660	2.4
Zimbabwe	0.884	1.072	0.211	2.167	3.2
Others	0.039		0.613	0.652	1.0
Subtotal	23.231	20.835	23.991	68.057	100.0
Operational projects	1.530	3.704	3.874	9.108	
Total	24.761	24.539	27.865	77.165	

Amounts NLG x 1,000,000

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Over the last three years, the Foundation has made grants/earmarkings in 42 countries in both developing and industrialised countries. For the next two years the Foundation will limit its grantmaking to 40 countries. For details see page 42 of this *Annual Report*.

Earmarkings include those for country-based projects and those for operational projects. The latter are projects that are implemented by the Foundation itself and include: the Publications and Media programme; Network Development; Programme Development and Documentation; the Effectiveness Initiative; and so on.

Table 3 Earmarkings in developing and industrialised countries*

	1997	1998	1999	1997-1999	% of total
Developing countries	14.4	15.8	15.2	45.4	66.8
Industrialised countries	8.8	5.0	8.8	22.6	33.2
Total	23.2	20.8	24.0	68.0	100.0

Amounts NLG x 1,000,000
**Excluding operational projects*

For the categorisation of countries as 'developing' or 'industrialised', the Foundation uses the United Nations' criteria. In 1999, the actual distribution of resources/earmarkings over developing and industrialised countries, as intended, exceeded the policy of the Foundation: more than 60 per cent were made to developing countries; less than 40 per cent to industrialised countries.

Table 4 Earmarkings by amount*

NLG			Number	Amount (Millions NLG)	Amount as % of total
0	-	50,000	60	1.4	5.8
50,000	-	150,000	50	4.7	19.6
150,000	-	300,000	7	1.5	6.3
300,000	-	500,000	5	2.0	8.3
500,000	-	1,000,000	16	11.4	47.5
1,000,000	-	>	2	3.0	12.5
Total			140	24.0	100.0

**Excluding operational projects*

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During 1999 the Foundation made 140 earmarkings in response to approximately 1,009 funding applications. The number of applications for funding has remained relatively stable over the last three years.

Of the 140 earmarkings in 1999, 60 were below NLG 50,000. These small-scale, one off grants represent only 5.8 percent of the total amount earmarked. The remaining 80 earmarkings relate to long term projects, the development of which is carefully monitored and actively supported. The processes and outcomes of such projects are analysed with a view to informing policy and practice. They provide the Foundation with the profile it wishes to have: not just a funder but an organisation that adds value to its funding.

The figures in Table 5 relate only to the 80 principal earmarkings of the Foundation in 1999, that is earmarkings of NLG 50,000 and above.

Table 5 Earmarkings of NLG 50,000 and above in 1999*

NLG			Number of Earmarkings	New Projects		Current Projects	
				Number	Millions NLG	Number	Millions NLG
50,000	-	150,000	50	5	0.8	45	4.1
150,000	-	300,000	7	4	0.8	3	0.7
300,000	-	500,000	5	2	0.7	3	1.3
500,000	-	1,000,000	16	9	6.3	7	5.1
1,000,000	-	>	2	1	1.1	1	1.9
Total			80	21	9.5	59	13.1

Excluding operational projects

It is important to realise that the number of earmarkings is not identical to the number of new projects. In fact, 59 earmarkings were made for current projects in 1999. These were either for extensions or for supplementary funding. Twenty one earmarkings were made for new projects.

The actual duration of funding for individual projects varies from a few months to five years. The average duration of funding for projects that were operational in 1999 was 23 months.

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Table 6 The Bernard van Leer Foundation funding, counterpart funding and co-funding

	1997	1998	1999	1997-1999	% of total
BvLF funding*	24.8	24.5	27.9	77.2	57.7
Counterpart funding	27.3	15.2	14.1	56.6	42.3
Total	52.1	39.7	42.0	133.8	100.0

Amounts NLG x 1,000,000
**Including contributions of co-funders*

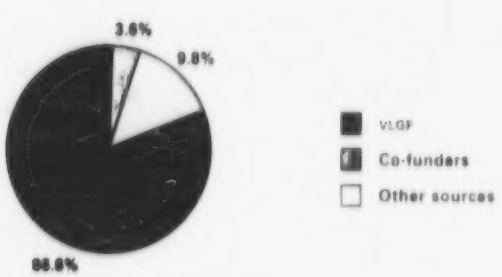
Monitoring of projects by the Foundation goes beyond the monitoring of those parts that are funded by the Foundation itself. Also included are the parts that the grant holder, on its own initiative or with support from the Foundation, is able to attract as direct additional funding for the project. This is called counterpart funding. In addition, the Foundation attracts funds for the projects it supports from other donors. Such external contributions are channelled through the Foundation to the projects and this is referred to as co-funding.

The combination of earmarking by the Foundation (including co-funding) and counterpart funding, adds up to the value of the programme that is monitored by the Foundation. For the period 1997-1999 this was NLG 133.8 million, as is shown in Table 6. Co-funding contributions are shown separately in Table 7.

Table 7 Income and other available funds

	1997	1998	1999	1997-1999	% of total
VLGF*	27.4	28.9	32.8	89.1	86.6
Co-funders	1.5	1.3	0.9	3.7	3.6
Other sources	3.7	4.4	2.0	10.1	9.8
Total	32.6	34.6	35.7	102.9	100.0

Amounts NLG x 1,000,000
** Van Leer Group Foundation*



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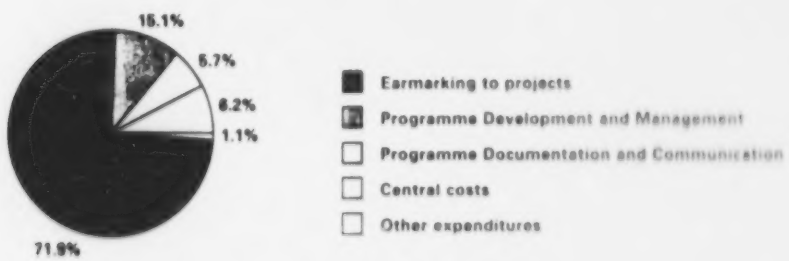
Besides the use of income for earmarking to country-based projects and operational projects (together referred to as 'earmarking to projects'), the income of the Foundation is used for the other categories of expenditure that are shown in Table 8.

Table 8 Expenditure

	1997	1998	1999	1997-1999	% of total
Earmarking to projects	24.8	24.5	27.9	77.2	71.9
Programme Development and Management	5.1	5.5	5.6	16.2	15.1
Programme Documentation and Communication	2.0	1.9	2.2	6.1	5.7
Central Costs	2.2	2.1	2.3	6.6	6.2
Other expenditures		1.2		1.2	1.1
Total	34.1	35.2	38.0	107.3	100.0

Amounts NLG x 1,000,000



Comparing Table 7 and Table 8, differences can be seen between the total income and expenditures of the Foundation. Such differences can be explained by drawings on, or additions to, a reserve fund that the Foundation has on its balance sheet. For instance in 1999, with an income of NLG 35.7 million and expenditures of NLG 38.0 million, an amount of NLG 2.3 million was drawn from the reserve fund. At the end of 1999, the reserve fund totalled approximately NLG 18.7 million.

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What lies outside?
Philippines: 'Community-based Rehabilitation Program'
photo: Christian Oliver A Cruz

Poster competition entry

Major grants made by the Foundation in 1999

The list below shows the major grants made by the Foundation in 1999. Only grants with a value of NLG *15,000 or greater are shown and most are listed by country. There are also sections covering 'Regional grants' and 'Other grants'. Entries are generally arranged as follows:*

Name of project with acronym where applicable
Name of partner organisation(s) with acronym where applicable
A brief description of the purpose of the grant.

Full details of currently supported projects can be found in the publication *Project Descriptions* which can be obtained from the Foundation at the address on the backcover, and is also available on the Foundation's Website: www.bernardvanleer.org.

Belgium

Diversity, Early Childhood Education and Training (DECET) phase II
Vormingscentrum voor de Begeleiding van het Jonge Kind (VBJK)
For the continuation of VBJK's Diversity in Early Childhood Education and Training Network at national and European level, for fundraising for dissemination, and for expansion of its website and network.

Botswana

Bokamoso Preschool Programme phase II
Kuru Development Trust
For enabling San children to access quality ECD and formal school environments. This grant is for an extension of the second phase of the project for follow up research on the education of San children in Southern Africa, and the formulation of a regional and national action plan.

Children of the Earth phase II
Kuru Development Trust
For an extension to prepare for a new proposal, based on the findings of the regional study *Situational Analysis of Marginalised Children* that researched the practicalities of ECD in San communities in Southern Africa.

Brazil

Black Children's Self-esteem phase II
Fundação da Criança e do Adolescente Maranhão (FUNAC/MA)
The project aims to enhance rural black children's resilience. This grant covers the costs of an extension that will include an evaluation of project activities.

Chile

A Resilient Circus
Corporacion el Canelo de Nos
For an extension of a project that tests the use of circus and clowning techniques to enhance resilience factors in poor urban children.

Child Resilience
MAK Asociados
For the production of a publication on the state of the art in resilience, and for further work to validate family/child related socio-emotional indicators.

Happy Childhood Antotagasta
Servicio de Salud de Antotagasta
The project has developed a preventative approach to the maltreatment of children, based on strengthening their resilience factors. This grant is for an extension of the project.

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National Documentation Centre of Child Development
Junta Nacional de Jardines Infantiles (JUNJI)
For enhancing and streamlining JUNJI's information services in providing technical support on ECD to staff, parents and local childminders, via 22 regional centres.

Optimist Children
Junta Nacional de Jardines Infantiles (JUNJI)
For developing and testing a 'ludic' (learning through play and use of humour) curriculum for preschools, and assessing its potential impact on enhancing children's developmental and learning capabilities.

Colombia

Amarte
Fundación Germinando
For stimulating the development of a community-based and supported intervention programme, in two disadvantaged neighbourhoods in the city of Pereira, that will offer new opportunities for young children and their families to develop and improve their situation.

Infancia y Familia Rural
Fundación para el Desarrollo Integral del Menor y la Familia (FESCO)
For introducing and consolidating a new intervention strategy in rural areas of the Caldas Region. The project will focus on families, and provide training courses and information on child development in a context of social violence.

Niños del Barrio Galán (Manizales)
Federacion de Organismos no Gubernamentales de Caldas
For upgrading centres and programmes, and for professionalising core staff. These staff are involved in educational programmes for children and also in health services, recreational facilities and information provision for parents.

Egypt

Children of the Nile
North South Consultants Exchange
Two grants: one for completing activities in the project and facilitating the transfer of the technical secretariat from the intermediary organisation to a national non-governmental organisation; the second for enabling the production and dissemination of Arabic-language books for children.

El Salvador

Diagnóstico de la Situación de la Niñez
Fundación Salvadoreña de Desarrollo y Vivienda Mínima (FUNDASAL)
For a survey on the needs of childcare services, on possible approaches in three low income urban settlements in San Salvador, and on the quality of existing services and possibilities for improvement.

Germany

Kinderwelten
Institut fur den Situationsansatz, Freie Universität Berlin
For providing new impetus to mainstream provision for working with culturally diverse children in the preschool years via the 'Respect for Diversity' approach. This will include developing in-service training programmes; engaging parents, the community and the local authority in educational change; developing inter-agency cooperation; and developing quality indicators for the German context.

Living Democracy
Regionale Arbeitsstelle fur Auslanderfragen, Jugend und Schule; e.V. Berlin (RAA)
For exploring the links between racist attitudes and early socialisation within the context of East Germany, and organising two workshops with key researchers and resource persons.

Greece

Children of Metaxourgio
Educational Intervention
For developing an innovative, multi-dimensional, quality preschool programme for Romany and Turkish speaking children suffering social exclusion, poverty and discrimination; and for facilitating their transition to school.

Essopos
Société pour l'Epanouissement et les Activités Créatives des Enfants (SEDCE)
For improving the educational quality of a daycare centre for migrant children by developing an action research-cum-training base for initial and in-service training on intercultural education. This includes the production of educational materials, and publications to promote knowledge and knowhow on intercultural education in Greece.

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Guatemala

Los Niños
Fundación Esfuerzo y Prosperidad (FUNDAESPRO)
For the costs of the reproduction of training manuals and the organisation of joint training seminars with the National Daycare Programme (Hogares Comunales).

Niños Indigenas Desplazados
Enfants Réfugiés du Monde
The project has developed a community-based preschool system for displaced indigenous children aged three to six years, in the Ixil triangle. This grant is for an evaluation.

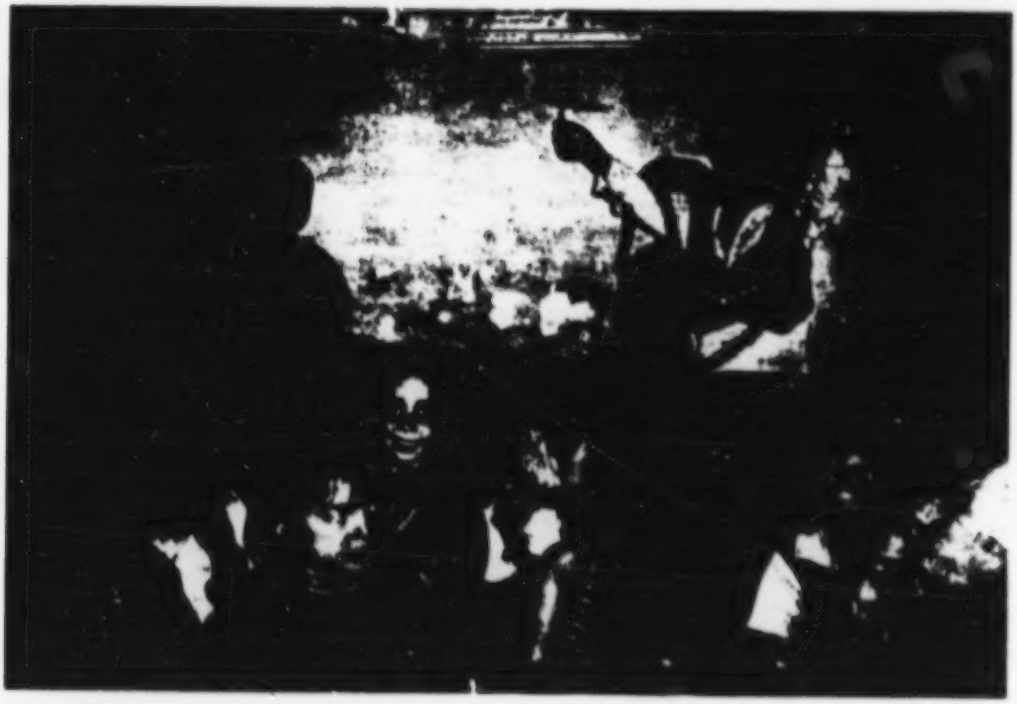
India

A Sense of Rhythm
Family Planning Association of India/Mumbai/ University of Groningen (The Netherlands)
For developing educational materials about reproductive health, that take into account local knowledge, practices, attitudes and beliefs; and for an evaluation of the processes and products.

Children's Gardens phase II
Deccan Development Society
This grant is for a second phase of the project. This phase will focus on reaching children younger than four years, backing up teachers on site, exposure to other ECD programmes/training, improving land management, and programme sustainability.

Children in the Whirlwind
Committee for Legal Aid to the Poor (CLAP)
Following the worst cyclone of the century to hit the state of Orissa, this grant is for setting up 20 daycare centres in nodal areas to provide nutrition, health care and shelter to the children most at risk.

Orissa Cyclone Relief
Centre for Youth and Social Development
For the organisation of relief and rescue operations through local organisations in areas affected by the super cyclone in Orissa.



Crèche in Anand, Gujarat
India: Self Employed Women's Association (SEWA - participant in the 0-3 project)
photo: Leonardo Yánez

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Young parents share a moment with their child
Jamaica: 'Roving Caregivers Programme'
photo: Karin Alsbirk/UNICEF
Poster competition entry

Soorya
Janothsava
For strengthening the culture of marginalised people at risk of cultural invisibility, by producing printed materials to accompany an art exhibition about the position of children, and about the construction of a millennium monument together with children.

Israel

Early Childhood Network
National Council for the Child
For improving inter-agency cooperation, knowledge and experience sharing, and in-service learning; for raising early childhood service quality, filling gaps and enhancing children's accessibility to programmes; and for influencing ECD legislation and policy.

Al Tifle fil Wasat phase II
Israel Association of Community Centres
The project aims to enhance community empowerment through focusing on the child and family in Israel's Arab community. This grant is for an extension and for costs associated with a Liaison Officer.

The Right to Grow Up Equally
Partnership and Involvement Center Inc
For encouraging parent participation at community and service levels and in local and national decision making processes; and for public awareness raising on ECD issues.

Synergy in Palestinian ECD
Synergy Consultation Group International Ltd
For forming a strong, coherent group of six collaborating organisations working in ECD in Israel's Arab community. The group will jointly formulate a long term vision and objectives, plan complementary programmes, and foster collaborations and coalitions.

Multicultural Approach in ECD
Partnership and Involvement Center Inc
For research work and a discussion document suggesting directions for investments, key topics from current projects addressing cultural diversity, and important directions that have yet to be addressed.

ALMAYA Tracer Study
Ben-Gurion University of the Negev, Department of Education
For a tracer study to follow up children and mothers who participated in the ALMAYA project 10 years ago as well as those in a comparison group, to trace what effects can be attributed to the project.

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Italy

Resource Families Programme phase II
Istituto per la Promozione dello Sviluppo Economico e Sociale (ISPES)
For a second phase of the project, centred on its consolidation and dissemination. This will be achieved through integrating the planning and implementation of activities into local and regional policies, creating coordination mechanisms between community groups, and setting up self-training strategies.

Migrant Children and Care
Cooperativa Sociale Farsi Prossimo
For a needs assessment and an exploration of training requirements and modalities for family daycarers/ childminders who offer family daycare for migrant children aged zero to three years old.

Jamaica

Roving Caregivers Programme phase II
Rural Family Support Organisation (RuFamSo)
For continuing the current programme, wherein caregivers provide parenting and early stimulation skills to disadvantaged groups of young mothers, on the more remote sugar estates in Central Jamaica.

South Side Parent Association phase II
Grace and Staff Community Development Foundation
The project supports the 'Parents for Inner City Kids' programme in South Side and St Andrews in Central Kingston. This grant is for conducting training workshops for professional welfare workers who assist children and peers in coping with grief and trauma.

Kenya

Capacity Building
Kenya Community Development Foundation (KCDF)
For enhancing the capacities of five selected Foundation partners to plan and implement community-based ECD programmes and address longer term sustainability; and to explore new ways of grantmaking through an intermediary organisation.

Anti Female Genital Mutilation (FGM)
Maendeleo ya Wanawake Samburu
For reducing the incidence of FGM in the Samburu district, by raising the awareness of the community on the implications of FGM, with respect to motherhood and the violation of the rights of the child.

Improving ECD practices
Samburu Aid in Africa (SAIDIA)
For improving ECD practices in the Samburu district through a community-based approach that strengthens the community's institutional capacities and increases its knowledge about childcare, survival, growth and development.

Malaysia

A Story to be Told
Pusat Komas
For the documentation of community economic initiatives that have been developed by and with local communities, and about children in the estate sector who have had to adjust to estate closures.

Snakes and Ladders
Partners of Community Organisations in Sabah (PACOS)
For improving the educational support of young indigenous children and for indigenising education. This will be done through improving the skills of indigenous peoples' groups and NGOs, promoting the well-being of indigenous children, and so on.

Mexico

Que Mis Derechos Sean Ley
Educación con el Niño Callejero, IAP (EDNICA)
EDNICA is a strong national advocate on children's matters. This grant will enable it to build alliances that will lead to the launch of a national campaign about the implications of Mexico's new laws on the rights of children.

Citlalmina phase II
Unidad de Capacitación e Investigación Educativa para la Participación AC (UCIEP)
The project works with women's associations in the states of Mexico and Oaxaca. This grant is for a second phase centred on sustaining and extending the level of staff support to child development, and on income generating activities.

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Niños de Chiapas

Asociación Nuestro Bienestar AC

For making an inventory of the educational needs of children zero to eight years old in the Municipality of Altamirano (Chiapas), and for supporting seven experimental preschools in the area.

Morocco

ATFALE in the New Millennium phase IV

Association ATFALE

For supporting the continued national dissemination of ATFALE's approaches to Koranic preschools; for developing new facets that centre on in-service training; for reaching the zero to three age group; and for the production of low cost education and play materials.

Mozambique

Country Support Initiative

Associação da Criança Família e Desenvolvimento (CFD)

The project centres on NGOs identifying good practice, and developing training and resources for ECD programmes. This grant is for extending the project to enable it to consolidate its activities.

Wona Sanana

Fundação para o Desenvolvimento da Comunidade (FDC)

For building the capacity of communities and NGOs, and to help develop a simple, user friendly information system with which families, communities and practitioners can assess problems and improve their children's well-being.

Namibia

Strengthening Family Support in ECD

UNICEF

The project aims to establish a sustainable parent support system by strengthening family and community efforts in childcare and development. This grant is for strengthening the capacity of a newly established association of early childhood NGOs through networking, training and operational support.

The Netherlands

Doe-Pakket voor Varende Kleuters

Landelijke Stichting Onderwijs voor Varende Kleuters (LSOVK)

LSOVK has developed an activity pack for preschool children who live on working barges. This grant is for the publication costs of the pack.

Educational Expositions

Stichting Asklepion

The Asklepion Foundation in Rotterdam provides, among others, educational and recreational information on health issues. This grant is for a number of exhibitions that stimulate a healthy life style, and promote preventative health education for young children.

Intercultural Video Project

Stichting Lichaamstaal

For the production of a series of short, informative, intercultural video films that promote healthy

The Netherlands: Gemeente Den Haag Dienst Onderwijs, Cultuur en Welzijn "Samentaal" project
photo: Angela Ernst

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pregnancy, childbirth and motherhood for immigrant women in the inner city areas of The Hague, who have lacked adequate educational opportunities.

Samenspel phase III
Samenspel Op Maat
Samenspel combines child development stimulation and educational support, working flexibly with small groups of children and parents. This grant is for a third phase of the project for the further development of project activities, coverage and dissemination; and for the consolidation of Samenspel's sustainability. A second grant was for a visit by staff of the SIFMA project in the Netherlands Antilles, to Samenspel for a ten day exchange programme.

Samentaal
Gemeente Den Haag, Dienst Onderwijs, Cultuur en Welzijn
As part of its 50th anniversary celebrations, the Foundation made a donation to the Municipality of The Hague for a special project called 'Samentaal'. This was developed in a disadvantaged area of The Hague and is based on the Samenspel approach. It addresses language development in children aged two to four years whose parents speak little or no Dutch. The donation was for the publication of the Samentaal manual.

Toxic Toys Education
Greenpeace International
Greenpeace has a programme of consumer education activities about the use of toxic materials in toys and other products for children. This grant covers the costs of translation and distribution of documentation.

Listening to Young Children
Wetenschappelijke Educatieve en Sociaal-Kulturele Projekten (WESP)
The project aims to improve the quality and coordination of education and welfare services to young children, by enabling children and parents to express their views to those who make the decisions. This grant was for planning future developments.

Young Children's Views
Wetenschappelijke Educatieve en Sociaal-Kulturele Projekten (WESP)
This project's aims are similar to those of 'Listening to Young Children' (see above). The grant is for enhancing the well-being of children in school and at home. The project will develop a quality measurement model, and a feedback tool to generate quality criteria from what children say.

Netherlands Antilles

Relief from Hurricane Lenny
Sentro di Informashon i Formashon na Bienestar di Mucha (SIFMA)
For a series of workshops for parents and childcare personnel, to assist them in dealing with children after the hurricane, and to help them respond through play therapy and further counselling.

SIFMA ECCE phase III
Sentro di Informashon i Formashon na Bienestar di Mucha (SIFMA)
For a major parent education programme on five Antillian islands, in collaboration with the European Commission.

Nicaragua

Centros Infantiles phase II
Comité Pro Ayuda Social (COMPAS)
The project trains animators, parents and resource people to benefit children in deprived city areas. This grant is for a second phase that will include dissemination and building collaboration.

Asesoria y Capacitación
Fundación La Verde Sonrisa
Fundación La Verde Sonrisa provides tailor made training courses for non-formal and formal preschool teachers, and caters to the needs of unsupported preschools and families. Two grants were made for strengthening its institutional capacity, expanding its services and further strengthening its documentation centre.

Nigeria

Capacity building of NGOs
Abantu for Development
For building the capacity of local NGOs that are working with women and children, and that are interested in community-based ECD programming, by enabling them to identify community needs and to better plan their programmes.

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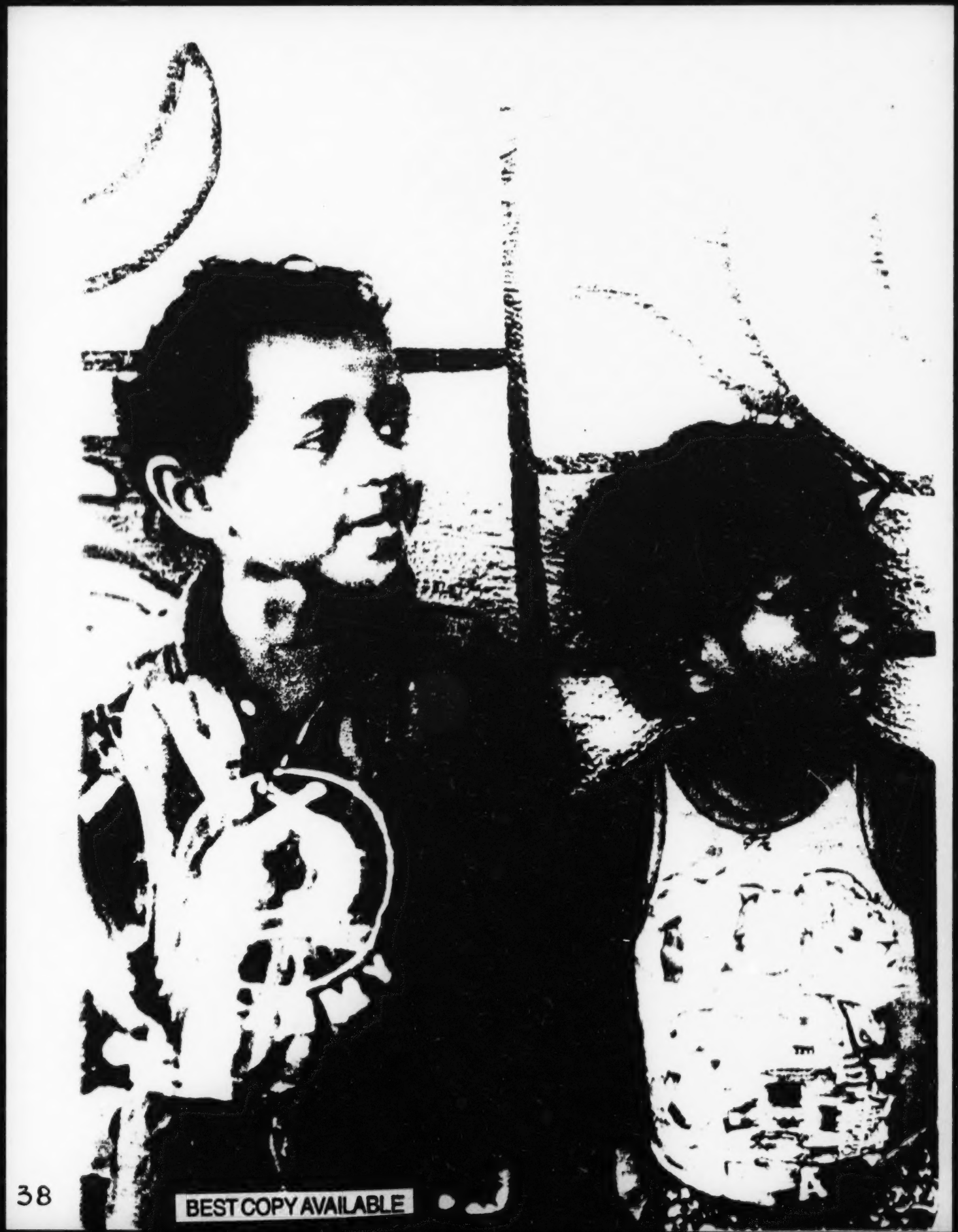

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Child-to-Child Kaduna
Hope for the Village Child
For improving the quality of learning in deprived urban and rural communities in Kaduna State. This will be done by using the Child-to-Child approach, by increasing parental involvement, by training teachers and caregivers, and by increasing knowledge about child health, nutrition and early stimulation at the family level.

Community education in Kano State
Community Child Education and Development (COMED)
For building a basic understanding of early childhood development within the Women Farmer's Association of Nigeria (WOFAN), making use of its network to reach parents and caregivers to strengthen their capacity to improve their children's well-being.

Peru

Better Life for Children phase II
Instituto para la Investigación y el Desarrollo Económico y Social de Huancavelica (INIDES)
For building on the work of the first phase of the project, by fine-tuning its approaches to reducing or preventing maltreatment among rural Quechua speaking children aged three to seven years.

Children's Tapunacuy
Instituto Región y Desarrollo (IRD)
The project stimulates support by parents for the development of their children, and provides them with relevant information. This grant is for an evaluation of the project's activities.

Kusisqa Wawa
Ministerio de Promoción de la Mujer y el Desarrollo Humano (PROMUDEH)
The project has developed both preventative and curative approaches to the fears and emotional insecurities of children who suffer from parental maltreatment. This grant is for the completion of current activities.

Programme Support
Panez and Silva Asociados
For enhancing the quality of six operational projects in Peru, by improving the technical skills of staff, and by upgrading knowledge in areas such as mothering practices and field staff training. The outcomes will be disseminated regionally.

Pucllay Wasi
Centro de Promoción y Desarrollo Poblacional (CEPRODEP)
The project aims to prevent and reduce post-traumatic stress disorders in young rural children by enhancing their resilience. This grant is for the completion of current activities.

Quechua Children's Humour Indicators
Centro de Desarrollo y Asesoria Psicosocial (CEDAPP)
The project is investigating, describing and collating patterns of humour among rural Quechua speaking young children in Huancavelica. This grant is for writing up a case study on how culturally relevant, psycho-social variables nurture children's humour. It will be shared with Foundation partners regionally.

Poland

First Step – Preschool Teachers phase III
Polish Children and Youth Foundation (PCYF)
The project provides participatory forms of in-service training for preschool teachers to enhance the quality of their work. This grant is for a third phase of support, centred on disseminating and consolidating innovative concepts in the Polish preschool sector, and building the sustainability of the programme by creating an Educational Training Association.

Portugal

Rural Schools phase III
Instituto das Comunidades Educativas (ICE)
The project reaches 311 isolated schools, aiming to make education more responsive to the needs of rural children and their families in the long term. This grant is for a third phase of the project, centred on consolidation and ensuring the project's sustainability.

South Africa

Coordinated Orphan Responses
AIDS Foundation of South Africa
For planning a programme that will ensure that children who are infected or affected by HIV/AIDS receive the necessary care and support from their communities and the state.

Family and Community Motivators phase II
Early Learning Resource Unit (ELRU)
For reaching out to children who have no access to

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Australia: Batchelor College
photo from Talking Early Childhood, a resource book

centre-based programmes and who live in very difficult socio-economic circumstances. The aim is to help them to develop to their full potential, by enabling primary caregivers to make effective use of children's personal, cultural, material and communal resources.

Family and Community support
Diketso Eseng Dipuo Community Development Trust (DEDI)
For developing and implementing effective methodologies for working with families so that they can enhance the growing, learning and development environments of their children; for promoting community development projects; and for establishing small business initiatives.

Family in Focus (FIF) phase II
Western Cape Foundation for Community Work (FCW)
The project has developed home-based, home visiting and childminding services in several disadvantaged townships. This grant is for a second phase of the project that will include publishing and marketing training materials, and developing a website about the work of the project.

Rural Family Support Programme
Lesedi Educare Trust
For conducting group sessions covering topics varying from life skills to parenthood and child development, on 30 farms in the Eastern and Central Free State. The aim is to reinforce and validate the vital role parents play as the first teachers of their young children.

Story Telling
Regional Educare Council
For a story telling project to rebuild family and community unity by using people's own skills and resources. The goals are to affirm people's culture, identify enabling groups within the communities, and facilitate contacts with outside service providers.

Spain

Avanzando
Municipality of Fuenlabrada
For a participatory consultation process involving parents, NGOs and social service professionals, leading to the establishment of a community-based family centre; and for the preparation of an intervention project based on the results of this consultation process.

Thailand

Footholds in the Hills
Inter Mountain Peoples Education and Culture Association in Thailand (IMPECT)
For strengthening highland children educationally and personally through a process of cultural regeneration; and, through ECD, enabling

Lisu children's toys and games
Thailand: IMPECT 'Footholds in the Hills' project

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communities to work towards the development of local leadership, the transmission of local knowledge, and the restoration of inter-generational relationships.

Isaan at its Best
Tai Wisdom Association (TWA)
For making existing resources in the area of early childhood more effective in reaching disadvantaged groups by mobilising additional local resources; and for promoting TWA and enhancing its ability to inspire further investment in young children.

Mae La Children
Taipei Overseas Peace Service
For coordinating teacher training, upgrading the nursery school programme and developing local language materials in the Mae La Karen refugee camp, on the Thai-Burmese border.

Trinidad

Second National Conference on Early Childhood Care and Development
University of the West Indies
For the costs of participants, subsidised registrations and scholarships.

United Kingdom

Scottish Network
Scottish Early Years and Families Network
The Network operates a wide advocacy, training and knowledge gathering and dissemination programme. This grant is for a new documentation programme.

USA

Mississippi Child Care Project
Moore Community House Inc.
For planning a major research project about the level of care of young children in the state of Mississippi.

Hart Fellows Initiative
Duke University; Terry Sanford Institute of Public Policy
For the placement of four Fellows from the Hart Leadership Programme for year long, field-based experiences with Foundation related host organisations.

Venezuela

Derechos en Preescolar
Centros Comunitarios de Aprendizaje (CECODAP)
CECODAP advocates for children and provides training and documentation to hundreds of childcare centres and NGOs. This grant is for ongoing activities and expansion.

El Maestro en Casa
Ministry of Education/Fundación Centro Nacional para el Mejoramiento de la Ensenzada de la Ciencia (CENAMEC)
The project strengthens non-conventional preschool programmes through training, the dissemination of materials and publicity campaigns. This grant is for its ongoing activities and for the preparation of a new programme.

Semeruco
Programa Interinstitucional de Atención al Niño y la Familia (PIEANF)
The project has developed appropriate interventions among rural and semi-rural communities, focusing on the needs of children and families. This grant is for planning a new phase.

Zimbabwe

Kuumba Netarisiro (KNT)
Federation of Kushanda Preschools (FKP)
For capacity building workshops for staff, and for the hire of consultants and resource persons.

Child Welfare Programme
Inter-Country Peoples Aid (IPA)
For carrying out a situational analysis of children living in informal settlements; exploring community coping mechanisms for children; identifying existing mechanisms that promote ECD; advocating for service provision; and building the capacity of IPA staff on Participatory Rural Appraisal techniques. The aim is to develop a participatory, integrated plan of action on child welfare.

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Regional Projects

Active Learning and Teaching
Bethlehem University
For a pilot project to train 100 West Bank teachers in developing appropriate educational materials to assess and support children (grades one to four) in their classrooms.

Cross-border partnership in ECD
IDC Brookdale Institute – Center for Children and Youth/Al-Quds University's Center for Development and Primary Health Care
For a database for planning and implementing policies in Israel and the Palestinian Autonomous Region for children aged three to five years; and for fostering Israeli-Palestinian collaboration and developing the research capacities of Israeli and Palestinian institutions.

ECD in the Arab Region
Arab Resource Collective (ARC)
ARC is a networking organisation for ECD across the Middle East and North Africa, operating a programme that includes regional workshops, training and planning. The grant is for resource production, and for continuing a regional consultative process that is assessing ARC's impact and preparing its future strategic planning.

Regional Workshops
Panez Asociados/RSM International
For four workshops that will enhance the quality and impact of current programmes dealing with resilience and early childhood development in Argentina, Brazil, Chile and Peru.

Others

Programme Support and ECCD Indicators EFA 2000
The Consultative Group on Early Childhood Care and Development (CG)
Two grants: the first for the implementation of various activities of CG; the second for extending and refining the definition of indicators and measures for assessing early childhood education and development, within the context of the Year 2000 Assessment of Education for All (EFA).

Effectiveness Initiative

Grants were made to the following organisations during 1999 to cover the costs of their work for the Effectiveness Initiative (see pages 11 and 12) for up to three years. The grants cover activities related to the collection, analysis and dissemination of qualitative data that they are gathering from the experiences of the 10 participating projects.

Colombia: Centro Internacional de Educación y Desarrollo Humano (CINDE).
India: Self Employed Women's Association (SEWA).
Israel: The Association for the Advancement of the Ethiopian Family and Child in Israel.
The Netherlands: Stichting Samenspel Op Maat.
Peru: Servicios Urbanos y Mujeres de Bajos Ingresos (SUMBI).
Philippines: Community of Learners Foundation.

Building for the future
Peru: Ministerio de Educación (MINEDUC)

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About the Bernard van Leer Foundation

The Bernard van Leer Foundation is a private foundation based in The Netherlands. It operates internationally.

The Foundation aims to enhance opportunities for children 0-7 years growing up in circumstances of social and economic disadvantage, with the objective of developing their potential to the greatest extent possible. The Foundation concentrates on children 0-7 years because research findings have demonstrated that interventions in the early years of childhood are most effective in yielding lasting benefits to children and society.

The Foundation accomplishes its objective through two interconnected strategies:

- a grantmaking programme in selected countries aimed at developing culturally and contextually appropriate approaches to early childhood care and development;
- the sharing of knowledge and know-how in the domain of early childhood development that primarily draws on the experiences generated by the projects that the Foundation supports, with the aim of informing and influencing policy and practice.

The Foundation currently supports a total of approximately 150 major projects in over 40 selected countries worldwide, both developing and industrialised. Projects are implemented by project partner organisations that may be governmental or non-governmental. The lessons learned, as well as the knowledge and know-how in the domain of early childhood development which are generated through these projects, are shared through a publications programme.

The Foundation was established in 1949. Its income is derived from the bequest of Bernard van Leer, a Dutch industrialist and philanthropist, who lived from 1883-1958. Bernard van Leer was the founder of Royal Packaging Industries van Leer.

Grantmaking

The Foundation's grantmaking is governed by strict geographic and programmatic criteria.

Grants are only made for projects concerned with the development of disadvantaged children aged 0-7 years, and in countries eligible for grantmaking.

For the period 1996-2001 the following 40 countries have been selected:

Australia, Belgium, Brazil, Chile, Colombia, Egypt, El Salvador, France, Germany, Greece, Guatemala, India, Ireland, Israel, Italy, Jamaica, Kenya, Malaysia, Mexico, Morocco, Mozambique, Namibia, The Netherlands, Netherlands Antilles, New Zealand, Nicaragua, Nigeria, People's Republic of China, Peru, Poland, Portugal, South Africa, Spain, Thailand, Trinidad and Tobago, Turkey, United Kingdom, United States of America, Venezuela, Zimbabwe.

In accordance with the Foundation's statutes, these are primarily countries where Royal Packaging Industries Van Leer operated.

Grants are made to governmental and non-governmental, not-for-profit organisations.

The Foundation makes two types of grants:

1. *one-time grants for one-off projects, up to a maximum value of NLG 50,000.*
   Projects have to fit within the Foundation's general terms of reference. The Foundation spends only a small percentage of its resources on these grants annually and, therefore, funds a limited number of such small-scale projects.

2. *Grants for development projects with a long duration.*
   Applications for such major projects are usually initiated by the Foundation itself. Projects have to fit within the thematic priorities the Foundation has established for the country concerned, and should be of an innovative nature, culturally relevant, sustainable and likely to have a wider impact. In addition to financial support, such projects also receive professional guidance in developing, monitoring and evaluating their experience.

All projects supported by the Foundation concentrate on young children. However, the context in which they operate varies greatly. What all projects have in common is that they seek to develop an approach that is appropriate in its specific context. This leads to a rich diversity of practice.

Sharing knowledge and know-how

The hundreds of projects that the Foundation has supported over the years represent a wealth of experience. The Foundation capitalises on these experiences by analysing them and distilling lessons learned. Through a publications programme, the knowledge and practical know-how generated in this way is made available to those concerned with early childhood development whether as practitioners, trainers, academics or policy/decision makers. This enables the Foundation to have a wider impact than is possible through grantmaking alone.

The Foundation also encourages the projects that it supports to document their experience. Documents, materials, publications and videos produced by projects are housed in the Foundation's Resource Centre.

The Foundation's publications are available to organisations and individuals working in the area of early childhood development and related fields anywhere in the world. They are available free of charge in single copies. A list of publications and videos can be obtained from the address shown on the back cover.

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The Foundation's Mandate

The Foundation's Mandate is to improve opportunities for young children aged zero to seven years living in circumstances of social and economic disadvantage. It rests on a vision of a world that respects the rights, dignity and equality of children, their families and the communities they live in. This implies access to health care and education, social and economic justice, a sustainable natural environment, and opportunities for self-fulfilment.

The Foundation

overall development

parents

community

strengths

For children

For parents and caregivers

For society

Trustees and staff at 1 May 2000

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Ernst and Young, Accountants,
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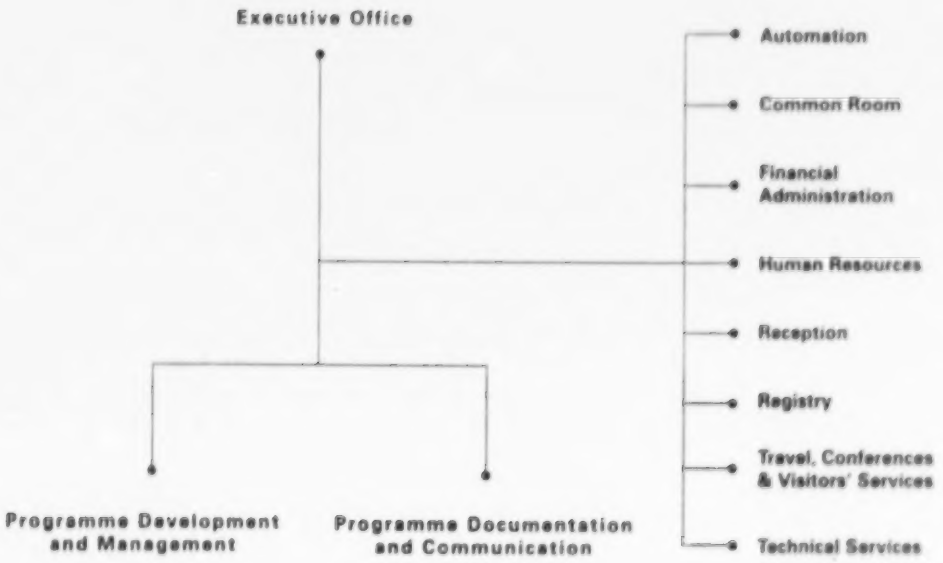
The Bernard van Leer Foundation's structure



The Bernard van Leer Foundation is entered in the Foundations Registry of the Chamber of Commerce and Industry of The Hague, under number 41 197262

The Bernard van Leer Foundation qualifies as an institution under Article 24, paragraph 4 of the Inheritance Tax Act of 1956

Front cover photo

Kenya Borumoi region: 'Samburu Community-based ECD in Samburu' project
Joanna Bouma

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Bernard van Leer *Foundation*

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